Teaching and Learning Policy 2024/25

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1.1	September 2023	E Herod	Updated Quality of Education Review process, more specific guidance around T+L 6.
1.2	09 September 2024	A Savage	Updated HQT: T&L DMAT 6 Updated poster T&L DMAT 6 Updated Framework for Learning. Updated Roles and Responsibilities Appendices added, Framework for Learning and T&L Playbook. Coaching and Steplab information added

STATEMENT

All members of the Tavistock College community are committed to ensuring that the core business of teaching and learning is at the heart of the college. We aim to create a calm, orderly and supportive learning environment where all our students can thrive.

SUPPORTING STATEMENTS

1. The College is dedicated to an evidence-based approach to teaching and learning.

2. Tavistock College is committed to being an inclusive learning environment, where students' barriers to learning are taken into account.

3. Our aspirations for all our students are for them to achieve the highest qualifications possible.

4. Tavistock College is committed to challenging all our students through an approach of 'teaching to the top' and that 'scaffolding' is embedded into teachers' planning, ensuring all students are being challenged to achieve their very best, and are also able to access the curriculum.

5. All teachers are expected to uphold the teachers' standards at all times.

HIGH QUALITY TEACHING AT TAVISTOCK COLLEGE

The College is committed to using an evidence-based approach to teaching and learning. Our universal offer, which includes the targeted menu of support, for all students across the college, is that their learning will be based around 6 core strategies:

- Retrieval practice
- Explanation
- Modelling
- Independent Practice
- Checking for Understanding

- Feedback

Please see Appendix A (Framework poster for classrooms)

Summary of Strategies:

Retrieval Practice	Explanation
∉ Retrieval practice is used to **secure students' fluency** in storing and retrieving information from their long-term memory ∉ Quizzing provides information about what has been learned and where gaps still exist ∉ Spaced practice and interleaving are used to **secure stronger schema for long term deep learning**	∉ Effective explanations enable students to **develop their knowledge and understanding** by starting with what students already know, to support schema-building ∉ Explanations are chunked, reducing cognitive load to **free students' working memory** ∉ The process of **learning new vocabulary** is considered **deliberately and explicitly** as part of the explanation
Modelling	**Independent Practice**
∉ **Worked examples provide scaffolds** of completed work for students to base their work on in the initial stages, before being reduced as appropriate ∉ Live modelling is used to walk through the learning process, **narrating the process of thinking** through the problem, highlighting key procedures and **the thinking that underpins** them ∉ **Models reduce the cognitive load** for students ahead of their own deliberate practice and **may be used to evaluate against specific success criteria.**	• **Students engage in deliberate and extended practice** to increase confidence and fluency with a wide range of knowledge and skills, both independently and collaboratively. • Independent practice supports the **overlearning** essential for students to develop the **automaticity** needed for fluent application and recall in future
Checking for understanding	**Feedback**
• A range of **formative assessment strategies** are used to check for understanding and diagnose potential misconceptions.	∉ Feedback is used as a **constant tool** to help all students move forward, developing agency in relation to their learning

• A range of questioning strategies are used to **check for understanding** and recap key knowledge • All students are supported to produce high quality responses to questions, **using disciplinary vocabulary,** including the use of command words and tier three language.	∉ Structured opportunities are created for students to **improve their work and deepen their knowledge**, as part of an ongoing feedback and improvement cycle ∉ Feedback focuses on describing actions that can be taken to **improve future performance** ∉ Students are **trained to develop independence** by generating self-assessed feedback, referencing success criteria and worked examples.

Underpinned by:
- **Targeted menu of support**   *** A positive culture for learning**
- **High levels of challenge**

Guidance and expectations for the implementation of these strategies in lessons

Retrieval starter
- Starter is based on retrieval practice
- 8 minutes of retrieval is the optimum duration, with 2-3 minutes of feedback (unless there is a misconception diagnosed and addressed)
- Starter should be knowledge based and checking that knowledge (as opposed to lots of writing)
- Questions can be multiple choice, cued recall, free recall based.
- Content should be interleaved (if multiple content sources) or spaced (if one source of content)
- There should be a clear process and set of expectations in place for what students do if they don't know, and what students do when teacher is giving feedback

Explanation
- Sequences of lessons should include explicit teaching of both tier 2 and tier 3 vocabulary
- Students should be given opportunities to see and hear the words used in different contexts, through written and verbal modelling
- Students' understanding and recall of the words should be checked through retrieval starters and targeted questioning

- Students should be exposed to the word multiple times before being expected to include it in a piece of extended work

Modelling
- Modelling is expected to be used as a consistent strategy during sequences of lessons
- If modelling is taking place in a classroom setting, a visualiser will be used to reduce cognitive load and ensure teachers' expectations for presentation and productivity are clear
- If modelling is taking place in a practical setting, a visualiser should be used if applicable, or the teacher can gather the students around them for this section of the lesson
- The teacher should explicitly narrate their thought process during the modelling session
- There should be a clear process and set of expectations in place for students for when the teacher is modelling in terms of what they are expected to do
- The model should be able to be used as a scaffold for further work (or modelling is developed using the 'I, we, you' method)

Independent Practice
- Opportunities where students are expected to spend time completing certain tasks independently and in silence should be built into sequences of lessons
- These periods of time completing extended work in silence should increase in both frequency and duration as students' progress through the school
- The teacher is expected to either circulate and support during extended work, or monitor from the front, depending on the needs of the class
- The teacher should avoid 'over-narrating' during silent work, so as to avoid cognitive overload and help minimise distractions
- Periods of extended work should be clearly built up to, through a sequence of lessons or tasks
- Opportunities for short marking, verbal feedback, small group feedback, and whole class feedback should be taken during periods of extended work

Checking for Understanding
- The expectation is that, when a teacher if questioning the group, there are no hands up, and that students are reminded of this if and when they do put their hands up
- Questions are targeted towards specific students at the teacher's choice

- The student's name should be used at the end of the question (pose, pause, pounce)
- There should be no opportunity to opt out, 'I don't know' is not accepted & staff utilise the 'No opt out' classroom habit as per the Teaching and Learning Playbook 0 See Appendix B
- If a student gets the answer wrong they are supported to reach a correct answer (scaffolding, peer support)
- If student gets the answer right their answer is developed through further questioning

Feedback
- Feedback can be either 'live', in the form of short or verbal marking, or delayed, in the form of whole class feedback or written comments
- Feedback should focus on the student's next steps: what do they need to do next?
- Feedback should be actionable, so that the student has a specific task to complete in order to put their feedback into practice
- Feedback can take the form of misconception diagnosis and, if need be, the teacher can stop the whole class to address a misconception before continuing
- Students should all be able to explain how their teacher gives them feedback, and what they need to do to improve in this subject

Teachers are supported in upholding our commitment to this approach to High Quality Teaching through a variety of processes:

- Whole school CPD
- Academic Directorate CPD meetings
- Quality of Education Review
- Deliberate Practice
- Instructional coaching

For the High Quality Universal Provision Framework See Appendix A

ROLES AND RESPONSIBILITIES

Students	Actively participate in lessons. Arrive prepared, with correct equipment. Complete all homework and other work set, to the best of their ability. Follow the college's behaviour policy, including demonstrating STAR behaviours during lesson time.
Form tutors	Reinforce expectations around learning behaviours and conduct. Monitor students' behaviour patterns in order to intervene early and address concerns with students, their families, and their teachers.
Teachers	Plan and deliver well-organised lessons, with the Framework for Learning at the heart of their planning. Ensure individual students' specific needs are taken into account in planning and delivery using the targeted menu of support to raise attainment, eradicate gaps and drive belonging within their team and the young people.
Subject Lead (Responsible for the standards and outcomes in a small subject area)	Responsible for the development and implementation of the curriculum and the quality of teaching and learning following the framework for learning. Subject leads are responsible for raising attainment in their subject, eradicating the gaps and driving belonging within their team and subject area. QA in their areas is through student voice, data analysis, drop ins, book scrutinies and participation in the QofE reviews
Curriculum and *Faculty* Lead (Oversees one subject area or two subjects where there are small groups at KS4 and or KS5.) *Overseas a group of subjects and is responsible for the standards and outcomes for those subjects.*	Responsible for raising attainment in their subject areas through ensuring HQT and adherence to the framework for learning. CLs will QA the quality of provision through drop ins, book scrutinies. data analysis, student voice and participation in the QofE reviews. CL is responsible for the standards and outcomes of these subjects, leading on the development and implementation of curriculum in those subjects, ensuring that equitable provision and outcomes for our most underserved young people is in place and drive belonging in their area with young people, staff and communities.
Academic Director	Provides strategic leadership of all subjects in the Academic Directorate. They line lead the post holders in the AD and are responsible for monitoring and evaluating the quality of provision and ensuring high standards of behaviour for learning in all subjects. They are responsible for driving accountability across the directorate and managing the performance of the team. They report directly to the SLT on all aspects of provision and outcomes in the AD and work

	closely with other ADs to ensure consistency and coherence. They QA the provision within their directorate through weekly dropins, full participation in the QofE reviews, voice, data analysis and book scrutinies as well as LM meetings with their leads.
Assistant Principal T+L Lead	Model, monitor and develop the quality of teaching and learning across the whole school, including all processes and procedures for this. Advise Principal, the rest of SLT, and the LSB on these areas.
Senior Leadership Team	Support their linked ADs in modelling, monitoring and improving the quality of teaching and learning. Working with Assistant Principal, T+L lead to support in specific areas following Quality of Education Reviews.

MONITORING AND EVALUATION

We have various systems in place in order to monitor the quality and effectiveness of teaching and learning, both across the school and in specific Academic Directorate or subject areas.

These formal systems combine to form our quality assurance cycle. This is made up of 'Quality of Education Reviews', 'Pastoral Reviews', Parents' Evenings, data drops, mock exams, and end of year assessments.

The Quality of Education Review process happens on a cyclical basis across the whole school. It is led by the T-Learn team, and involves learning walks with each Academic Director, work sharing exercises within each directorate, curriculum meetings with Academic Director, teaching and learning meetings with Academic Directors, and student voice linked to each directorate. Each review cycle focuses on different areas of teaching and learning, specific to the needs of each individual academic directorate. Feedback and next steps action points are then given to each Academic Director, to be followed up in academic directorate CPD sessions, supported by SLT line link, and the T-Learn team. Whole school feedback is also produced and shared with SLT, for the purposes of looking at whole school improvement and CPD needs.

CPD

Teachers are supported in upholding our approach to High Quality Teaching through a variety of processes:

- Whole school CPD
- Academic Directorate CPD meetings
- Quality of Education Reviews
- Deliberate Practice
- Instructional coaching

Whole school CPD is designed based on Academy Improvement Plan priorities. The teaching and learning element of this feeds in from Quality of Education Reviews and the resulting whole school and Academic Directorate specific feedback. QA is also undertaken through drop-ins completed by SLT and those with responsibility for T&L within that subject area within the faculty.

Steplab is the platform used to record drop-ins, and each staff member will receive positive feedback based on a step created within this programme taken from the Framework for Learning. Feedback will also include a next step on which to work.

SLT will review the data generated and tailor the CPD based on the areas which are being addressed and readdressed in these drop-ins.

Academic Directorate CPD meetings are led by the relevant Academic Directorate and/or TLR holder. Through planning and discussion with SLT line link, and Assistant Principal - T+L lead, designated directorate CPD sessions focus on T+L strategies and the implementation and improvement of these.

Instructional Coaching

Coaching is the main CPD input for teaching and learning this year and is a tool to support teachers to recognize and address their next steps. It is non-judgemental and separate from MyTalent to allow genuine participation, buy-in and conversation with support from staff and resources.

Each staff member will be coached by a member of staff with a leadership responsibility and will have a weekly 15 minute feedback session following each weekly coaching observation. The time allocated for this is Monday after school

and is part of the staff directed time but can be undertaken at a mutually convenient time.

Coaching will all be recorded on Steplab and the data shared with SLT to review the areas of CPD required and as such will inform the CPD programme throughout the year.

Appendix A

Framework for Learning
Including Targeted Menu of Support

Cognitive and Metacognitive Strategies
- Strategic questioning to support planning, monitoring and evaluating
- Regular, explicit links to previously learnt content
- Self-checklists
- Teacher narration of thought-process during modelling

Flexible Grouping
- Strategic seating plan
- Mixed attainment/ supportive pairings
- Peer tutoring
- Adult-led temporary skills group

Explicit Instruction
- Chunking of content / instructions
- Clear, simplified language
- Teacher narrated modelling
- Highlight essential content
- Vocabulary support

Using Technology
- Use of a laptop
- Speech to text software
- Intuitive / adaptive apps
- Videos of key concepts

Scaffolding
- Task / lesson checklists
- Writing frames
- Faded examples
- Concrete resources
- Idea organisers
- Use of visuals

	Teacher should:	Student should:	Learning Routines:
Thresholding	Greet students warmly at the **threshold** at the start of the lesson. Ensure students' uniform is correct on entry.	Get to their lesson on time. Be in the correct uniform when entering the learning space.	• Thresholding • Least invasive interventions
Retrieval	Have **retrieval** ready for students to start on entry. Circulate during retrieval to ensure **no opt out**.	Attempt all retrieval activities. Be ready to answer questions about retrieval. Correct retrieval when prompted.	• 321 STAR behaviours • No opt out • Right is right • Least invasive interventions
Direct Instruction	**Explain** new information by building on prior knowledge. Regularly **check for understanding**. **Model** key skills and processes for students by narrating thought processes and actions. **Model** high standards of reading and oracy. Explicitly teach new **vocabulary**.	Be ready to answer questions and explain understanding or reasoning. Engage in discussion when prompted. Listen and take notes when instructed to.	• 321 STAR behaviours • No opt out • Right is right • Least invasive interventions • Turn and talk
Guided Practice	Work through each stage of the task a step at a time. **Explain** clearly to students what is expected of them at each stage. Pause between each stage to **check for understanding** and that students are completing the stage appropriately.	Follow the teacher's instructions to complete each stage as directed. Be ready to answer questions and explain understanding or reasoning.	• 321 STAR behaviours • No opt out • Right is right • Least invasive interventions • Turn and talk
Independent Practice	Utilise **models** and scaffolds to help students work independently. Set out clear expectations for behaviour and productivity. **Live mark** to ensure students' get useful, actionable **feedback**. Encourage silence during **independent** work, to maximise students' concentration.	Try hard at all tasks and work. Use scaffolds provided to attempt all work. Work in silence when requested to. Respond to feedback given to try and improve work.	• 321 STAR behaviours • No opt out • Right is right • Least invasive interventions
Feedback	**Live mark** to ensure students get useful, actionable **feedback**. Encourage students to use academic language in their oracy. Use the 'triangle' in **live marking** to indicate a student's level of **independence**.	Respond to feedback given to try and improve work. Be ready to answer questions and explain understanding or reasoning. Be ready to rephrase answers and improve use of vocabulary.	• 321 STAR behaviours • No opt out • Right is right • Least invasive interventions • Turn and talk
Exit Routines	Use **321 STAR** to ensure students are in silence. Instruct students to pack away all equipment neatly. Instruct students to stand behind desks in silence. Ensure all uniform is being worn correctly. Recap key points from lesson / reminders about future work. Dismiss students a row at a time, in silence.	Follow school behaviour routines at all times. Tidy away their equipment and books neatly. Stand behind desks in silence while their teacher speaks. Wear uniform correctly, or correct uniform when requested to. Leave the classroom, one row at a time, in silence.	• Thresholding • Least invasive interventions

Appendix B
Rationale

To achieve our mission of making sure that all students are able to succeed we must make sure our students are being taught utilising only the best research and evidence-based pedagogies.

Repeated evidence has shown that routines and habits have the potential to be powerful tools for student learning and responsive teaching. However, it will be through our consistent implementation & shared use of language, that this potential is unleashed, as habits become automated (Lemov, 2021)

The working memory is both incredibly sophisticated but also limited. If teachers can minimise the load on a student's working memory, through shared language and routines, then this frees up the remaining capacity for deeper thinking & practice of skills. This is why we are committed to making sure our teaching and learning strategy is rooted in shared language and routines. Through standardising our language and routines we will all know what is expected which also aligns our quality assurance process.

McCrea (2024) outlines three further benefits of this:

1) It can take between 20 - 60 repetitions to achieve automation. Through us all implementing these strategies, with shared language, we can accelerate the adoption and potential of the habit through implementing in all classrooms. This is known as 'collective acceleration'.

2) Being able to think *more* about the content of the learning means students will experience greater success and they will also feel a greater sense of shared ritual, so feel like they belong more too.

3) Standardised language and routines make teaching easier as everyone knows what to do. This is especially true for new members of staff or supply teachers.

For the 2024/25 academic year, the 3 DMAT secondary schools will align teaching and learning strategies to create a holistic framework for learning.

This playbook is designed to give a laser focus on what each of the strategies are AND how to implement them.

Dartmoor Multi Academy Trust
...everyone in our Trust.

Framework for Learning
Including Targeted Menu of Support

Dartmoor Multi Academy Trust
...everyone in our Trust.

Cognitive and Metacognitive Strategies
- Strategic questioning to support planning, monitoring and evaluating
- Regular, explicit links to previously learnt content
- Self-checklists
- Teacher narration of thought-process during modelling

Flexible Grouping
- Strategic seating plan
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- Adult-led temporary skills group

Explicit Instruction
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- Teacher narrated modelling
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- Vocabulary support

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- Speech to text software
- Intuitive / adaptive apps
- Videos of key concepts

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- Writing frames
- Faded examples
- Concrete resources
- Idea organisers
- Use of visuals

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Targeted menu of support

The Targeted Menu of Support ensures that adaptive teaching is offered for students as and when needed. This is also the basis for the strategies included in Individual Learning Plans (ILPs) for students on the SEND register.

The adaptive strategies listed below can be used at any point during the lesson sequence and will depend on the needs of a young person.

1. Explicit Instruction:

Chunking of content / instructions:

The chunking of content ensures that distractions are reduced and avoids overloading working memory. Introduces new information or a set of instructions in small, manageable chunks

What does this look like?

- Verbally using the cues of 'first, next and then'
- Physically cut sheets into sections so the information is chunked visually
- Ensure each point is mastered before the next point is introduced using assessment for learning
- Information presented in short paragraphs
- Use titles to introduce new concepts
- Use lists / bullet points
- Present information in clearly formatted tables or columns
- Use pictures and visual cues to show how the information has been chunked
- Consider 'chunking up' (moving from something specific and becoming more general) and 'chunking down' (moving from something general and becoming more specific)
- Present information as mnemonics such as forming acronyms / acrostics
- Clear, simplified language

Staff use clear, unambiguous language so that explanations and instructions are clear for students. Staff ensure that teacher talk is presented in small steps to reduce overwhelm:

What does this look like?

- Use direct language e.g. 'now, read the introduction and answer the first three questions' rather than 'if you could read the introduction for me, please, and then you will need to answer the first three questions under the text'
- Summarise expectations before students start independent practice
- Avoid idiomatic language e.g. 'Stop beating around the bush'
- Plan for carefully worded explanations
- Use visuals where possible
- Use shorter sentences
- Use markers to demonstrate changes of topic e.g. 'moving on to'
- Use your body and face to support what you are saying visually
- Teacher narrated modelling

Teacher narrated modelling clearly demonstrate to students the thought process behind the choice of language / strategy used when answering questions. It is also a chance to demonstrate errors and how these can be overcome.

What does this look like?
- Narrate the decisions made when modelling
- Make the implicit explicit
- Use a think aloud technique e.g. 'I wonder what this question is asking me to do.... ah – I can see that it is asking me .... because....'
- Anticipate possible misconceptions e.g. Words with double meanings
- Highlight essential content with the aim being to ensure that staff highlight the important parts of a text / example which removes the distracting information for students
- Providing vocabulary support

2. Cognitive and Metacognitive strategies:

- Strategic questioning to support planning, monitoring and evaluating
- Regular, explicit links to previously learnt content
- Self-checklists
- Teacher narration of thought process during modelling

3. Scaffolding:

- Task / lesson checklists
- Writing frames
- Faded examples
- Concrete resources
- Idea organisers
- Use of visuals

4. Flexible grouping:

- Strategic seating plan
- Mixed ability / supportive pairings
- Peer-tutoring
- Adult-led temporary skills group

5. Using technology:

- Use of a laptop
- Speech to text software
- Intuitive / adaptive apps
- Videos of key concepts

Framework for Learning

Thresholding Entry Routine

Students should arrive at every lesson receiving messages that they belong, that their teacher is prepared and that as learners their time will be well spent.

The welcome they receive must also serve a subtle reminder that classroom expectations are higher than what they are in the hallway or any other space; that what happens in the classroom is important and a subtle shift should happen when they enter. The environment must offer cues that shape the way students act. This is every teacher's responsibility.

To create a culture where students recognise that they are entering a place of shared value and heightened importance, we should all:

- Meet students at the door, monitoring the transition into the classroom and as other students move around the College.
- Greet students, focusing on being vigilant, visible and warm.
- Check each student's uniform (shirts in and top buttons done up) & ensure that students are calm and enter the classroom ready to learn.

"Good morning. Good to see you. Please enter the room silently and start working on the retrieval starter"

"Good morning, lovely to see you. Can you just pop your shirt in there/ unroll your skirt/ remove your coat/ please. The silent retrieval starter is on the board for you to start on"

"Good morning, everything okay? It's time to get ready for learning now. Please enter calmly before a reminder needs to be given"

Retrieval

To continue the calm and focused learning environment, students should have an explicit retrieval activity ready for them on entry to the classroom. The routine of strengthening the learning through regularly retrieving information and thus building long term memory enables the working memory to be freed up and cognitive load reduced. Tasks should be high quality with high expectations of pace and full participation but low-stakes and accessible to all.

To make this practice build the most secure schema, retrieval practice should be:

- **Inclusive** – all students know they must participate in this 5–8-minute task every lesson and know the rationale behind the task. Clarify your expectations and circulate to support full participation. Teachers should use *no opt-out* and *star behaviour*

    "This is to make the links stronger in your head by you "pulling information out instead of putting it in." [Pooja Agarwal] and so I need everyone to think about what they <u>do</u> know. The more you think about it, the stronger those links will be"

- **Low stakes** – Questions should be challenging but accessible. Low stakes question should engage them in the learning and should promote a growth mindset of trying. Responses should be self-assessed with 80% being the optimal rate of achievement. Teachers should facilitate access by using a mix of multiple choice, cued recall and free call questions.

  "Everyone should be taking part to see what you do know and where more help may be needed. We are not taking marks in; it is for you to see what you know and to get into the routine of always giving tasks a go"

- **Effortful** – it must be done from memory, not using the book or other materials, in the first instance. This can be done after a specified time to support if needed.

  "We are going to use what we can recall to begin with – think of what you <u>do</u> know"

  "We need to make those links stronger by really thinking back and finding the links between the topics. Don't leave questions blank but give them a go"

  [After 2-3 minutes] *"If you need to refresh your memory, have a quick look in your book/bare essentials and then close it and see what you can recall, not just copy as that won't help you remember it"*

- **Spaced** – Questions and tasks must be from prior learning, not all from last lesson but from last week, last month or last year. The topics should also be interleaved so they cover different topics which forge links in the students' learning.

  "We are revisiting the topics we did last month as well as last year/topic because we need to train our brain to retrieve and in struggling to remember, we make the pathways in our brain more secure"

- **Fedback upon** – Time must be given to review the answers and correct any misunderstandings. Reponses should be ungraded, but the answers should be developed through teacher questioning, ensuring a more complete response using cold calling and Pose, pause, pounce. Teachers should use *right is right* and t*he least invasive interventions* to allow all students to make progress and have correct answers in their books

  "That's partly right, how can we expand upon that to be 100%?"

"How did you come to that answer? talk me through your thought process"

"You can't remember, not 'you don't know', so let's think when we did that, what was the context, what were the common errors then?"

"I'm going to come back to you on that one, so listen to the responses from others and see what you can add to it."

"A quick show of hands as to who got this one right – so I need to spend a bit of time next lesson/now to reteach that."

Direct Instruction

Students should see a deliberate progression through the lesson and in this section, teachers introduce information, building on prior knowledge, modelling processes and giving examples. Teachers must narrate their thought processes and actions as well as modelling high standards of reading, oracy and explicitly teaching new vocabulary. Students should take notes or answer questions if prompted and they must be able to explain the reasoning and show understanding during this episode. Teachers should:
- Explain the goals and main points, focussing on one point at a time, avoiding ambiguity.
- Present the material succinctly, explicitly presenting the steps in progression.
- Model the skill, detailing explanations when more challenging material is presented, giving examples
- Check students' understanding through questioning and reteach any misunderstandings.

EXAMPLE

"I am going to model my thinking for you about how I approach this question, how I break it down.

I want you to notice the key steps I take, any strategies I use, what questions I ask myself. I want you to make a note of any questions I ask myself or any strategies I use

To be clear – what are you going to be doing whilst I model this?

Good, so you need to focus on the process I am doing, not what I am writing, as I will leave this up on the board for you, I want you to notice HOW I am approaching this, not WHAT I am writing.

The first step I'm going to do is highlight the key words.
In the question. 'I see "Assassination", and I see "start of the war" I am thinking about the WW1 period, but I notice it says "main" and it asks about the reasons, so I need to list the reasons as to WHY the war started ....

That's all I can think of at the moment. So, I'm going to check exactly what the question is asking for?

It's asking me whether I agree with their statement. I know this means I have to write about a number of reasons and then make a judgement.

So, what am I actually judging? I'm going to reword this question to make sure I've got it correct.

I'm judging why WW1 started and I need to show I know about a range of reasons and then I need to decide which one was, or ones were the most important. So "Was Franz Ferdinand's assassination the only reason for WW1? why or why not"

I'm going to pause there; I want you to turn and talk and see what steps you have come up with to do on this task – you're not answering the question but talking through the steps – you have 1 minute."

Guided Practice

This is when the teacher and the students practice together with the teacher questioning to check for understanding before moving to the next step. The teacher leads and guides the practice, correcting mistakes, reteaching if required and providing enough time to enable the students to move onto independent work after checking students have complete understanding of the task and the success criteria. The teacher can model on the board with student input or students can write in their own books or annotate an example.

EXAMPLE

"So, we have a question on the board.

What was the first step we needed to do? Right, highlight the key words.

So, I've highlighted the words you said, that shows when we're talking about, then what was the next action?

Notice the specifics of the task – so here 'compared to'.

So, I've got the 'advantages and disadvantages' 'manufacturing in quantity' and 'one off' are highlighted, I've got 'compared to' circled and 'production methods' circled.

So, what do I do with the marks here?

Good that indicates how many points I need to include, so what am I going to list?

Right, so here I list my advantages for 4 production methods under the table and then the disadvantages – I'm going to use a different colour pen.

Does anyone have anything to add on this?

Now we've got the reasons, what else did we include in my model?

Good, we need to give examples of each.

So, remind me about the mark scheme and how does it help us write our answer?

We note the marks and what we need to do to achieve them, so examples, pros and cons – these are here and here on my worked example – look at yours.

What do we do next?

Good, we've got our notes, our plan, then we put it together in one answer.
Key phrases to use?

So now we've written our answer, what do we need to do?

Good, check through and check off the points we noted are all included, check the question and the marks and then scan for SPAG"

Independent Practice

Students need to spend additional time completing tasks independently to embed new learning in their long-term memory. Independent practice may be in the form of rehearsal (rephrasing, elaborating, summarising) and will often be in silence where appropriate. Students should be thoroughly prepared for independent practice through other phases of the lesson such as direct instruction and guided practice. Periods of time completing extended work in silence should increase with students' progress through the school.

Teachers should:
- Narrate their expectations of the time to be spend on the task and the required output from students
- Ensure students have appropriate resources (including knowledge) and scaffolds to access the independent work
- Circulate around the room or monitor from a suitable point to ensure students are on task
- Build up extended work through a sequence of lessons or throughout a course

EXAMPLE

"Now that we've been through some examples of how to solve this type of problem, I would like you all to spend some time independently practising some further examples. You have 10 minutes to complete questions 1-5 in your booklet. You may use your (named scaffolding resource) to help you with these questions.
That's 10 minutes, working in silence. Please begin.

You have all seen the demonstration of how to use the tools provided to make a dovetail joint. You will now have 15 minutes to work on your own joints at your workbench without talking. I will circulate and check how you are getting on, but I need to all to focus on the job in hand. You can refer to the step-by-step guide that you have in your booklet to help guide you along the way."

Feedback

Feedback should be provided regularly to give students specific information on how to improve. Feedback can be delivered in a variety of ways and through our

learning routines detailed below. The most effective feedback is based on the task or the process and provides clear information on next steps. Feedback can be given during learning, immediately afterwards or sometime after learning and should be focused on quality not quantity.

Feedback could be:
- Through questioning (see No Opt Out and Right is Right)
- Live short marking / verbal feedback
- Written comments
- Whole class feedback
- In response to retrieval practice

Students should be able to explain how their teacher gives them feedback and what they need to do to improve in their subject

EXAMPLE

Redraft / re-do: Ask students to redraft a piece of work / reattempt a skill but focused on including specific actions as directed by the teacher.

"Now redraw your graph but ensure that the points are plotted correctly, and the line is as a smooth curve as you have seen in the exemplar

"Serve again, but this time ensure your ball toss is high and straight so that you are not stretching and off balance when you contact the ball"

Rehearse / repeat: Give students a set of similar problems to solve once you have given them feedback on how to complete correctly.

"Rehearse your use of future tense by translating these 10 future tense sentences into French

Now that you've seen an example of how to expand brackets, complete the set of problems in your booklet"

End of Lesson Routine

Exit Routine

All lessons must finish in a calm, orderly fashion so that students are ready and focused for their next lesson or break.

To end a lesson:

- Teacher narrates: 3,2,1, STAR Behaviours/Tracking me, arms folded on the desk. We will now return / stay in silence. Please pack your equipment and books away
- Please stand behind your chairs and correct your uniform. Every teacher must be vigilant here to ensure all uniform is correct before students leave.
- Teacher quickly checks that students are STARing, all extraneous equipment has been packed away. Teacher issues Recognition points/Golden Tickets/positive logs. Logged on Classcharts.
- Teacher may recap lesson content. Students remain in silence.
- Teacher moves towards the door, standing half in the classroom and half in the corridor ready to monitor the transition from the classroom.
- Bell sounds. Teacher uses the 3,2,1 track me, to indicate a return to silence.
- Teacher dismisses students in sections/rows, so students leave in a calm manner and not en masse. This is expected at the end of all lessons, including practically based lessons.

Classroom Learning Routines

STAR Behaviours

We use STAR in every lesson. This is a key routine that will help students succeed in school and in life. STAR is a way of demonstrating mutual respect and courtesy.

Sit up
Track the speaker
Ask and answer questions like a scholar
Respect those around you

To get students' attention and refocus, teachers will confidently stand, looking at the whole class and say '3,2,1,STAR behaviours'. Teachers should expect everyone to sit up extra straight, eyes to the front, looking at the teacher. Students must follow the instruction the first time, every time. The same rules apply to all, so are fair to all. No exceptions. If a student fails to do STAR behaviours this will be logged via ClassCharts.

Here are the expectations for all components of 3,2,1 STAR behaviours

Sit up

Students should sit up straight at all times and never slouch, arms folded on the desk. Teachers have a seating plan, and students sit at the seat they have allocated. When they read, they always follow the text. When they are not writing or reading, they sit up straight.

Track the speaker

This means that students keep their eyes on the teacher (or speaker) whenever they are talking. Students shouldn't be looking out of the window. Students shouldn't lose focus. Students deliberately concentrate on what the speaker is saying at all times. Students should look at the board. They listen attentively. They read. They practise the work set in silence, if directed. If someone tries to distract them, they should know to raise their hand and tell the teacher.

Ask and answer questions like a scholar

Students must wait for the teacher's instructions. As part of our checking for understanding, teachers will use different assessment for learning strategies. When questions are asked, students should be ready and give their best answer.

Calling out is not permitted. Even if a student has their hand raised, they must wait for the teacher to choose them by name. If we didn't do this people would be interrupting the teacher or other students all the time. If a student calls out, please

follow the behaviour policy.

If a student is confused, or unsure what to do, the norm must be to let the teacher finish what they are saying and then a student puts their hand up to ask a clarification question. No calling out is permitted.

Every classroom's social norm must be built upon respect. Students do not disrupt the learning of others and make the most of their time in school. They do not use poor language and should be positive to one another. Anything that falls short on this must be followed up on, utilising the behaviour system.

Use **least invasive interventions** to ensure all students are using STAR:

- **Non-verbal cues** - hand gestures and intentional modelling of the corrective action
- **Positive group correction** - A quick, verbal reminder offered to the entire group telling them specifically what they should be doing: '**I am looking to see everybody tracking'**
- **Anonymous individual correction -** makes it explicit that there are people who have not yet met expectations: '**eyes this way, please. I need two more sets of eyes this way'**
- **Private individual correction -** when you must name names, you can still make use of privacy '**David, sit up, thank you'**
- **Private individual precise praise -** showing students that private interventions can be positive or corrective '**Ella, thank you for tracking'**
- **Lightning quick public correction -** limit the amount of time a student is 'onstage' for something negative, by focusing on what to do right. For example, a 'whisper correction' '**eyes on the speaker, James'**

Optimising *Star behaviours***:**
- Teachers should use a warm/strict demeanour
- Teachers must be at the classroom door promptly
- Teachers should look pleased to see students
- Teachers should use eye contact
- Teachers should avoid using sarcasm

Reasonable Adjustments for *Star behaviours*:

● Support the STAR behaviour expectations with visual physical cues

● Encourage students to look towards / in the direction of the member of staff rather than making direct eye contact

● Regularly verbalise what is expected for STAR behaviours and combine with non-verbal cues e.g. '3, 2, 1, STAR behaviours, that means sitting up straight, tracking the speaker which is currently me at the front...'

No Opt Out

All students should feel safe in answering when unsure but, if they don't know or get things wrong, they should be given the opportunity to gain confidence by consolidating correct or secure answers. This is for written and verbal answers.

Students should not be allowed to opt out by saying 'I don't know' or through not participating in a task i.e. retrieval starters. This is a disservice to them and a missed opportunity to remove misconceptions/ confusion.

If a student or several students get an answer completely or partially wrong or they say they don't know, the teacher should move to other students or provide the correct answer. But then **return** to all those students who made errors or couldn't answer and give them a chance to now say the right answer. *No opt out* is the name for the moment when a teacher **returns** to a student, whose initial answer was not correct.

This gives students an opportunity for practice but if done routinely, it also means that students soon learn there is no value in offering 'I don't know' as a defence, in the hope of being left alone. This creates a classroom culture where all students know that they are expected to participate and builds self-responsibility for learning.

A *No Opt Out* classroom promotes a sense of safety where students will get things

wrong and *then* they get them right and they keep moving forward - this is a culture which promotes learning. It can also be an effective response to learned helplessness - when a student simply won't try.

No Opt Out comes in various forms as the examples below will illustrate. However, in all cases the student who was initially incorrect (or partially correct) is given an opportunity to improve or clarify their original answer AND gives other students in the room the opportunity to provide an 'assist'. Allowing students to help their peers in a positive and public way builds community and establishes an intentional culture where teamwork thrives.

Options for what happens before the return:

- Go to another student and ask for the answer. Return.

e.g. *"Not quite Student A. Who can tell us the definition of X"*

- Go to another student and ask for a cue. Return.

e.g. *"Not quite. Who can give an example of X? And then, Student A, I'll ask you to tell us the definition'*

- Teacher gives a cue. Return.

e.g. *"Not quite. Student A what if I told you that …………. Does that help?"*

If it doesn't help, then the teacher may go to another student for the answer -
"Ok. Who can give us a definition of X?" and then return again to Student A after:
"Great, now, Student A, you tell me"

This last step may seem unnecessary, but it does several key things:

A) It ensures that Student A listens to the answer.

B) By causing them to repeat it, it helps them encode it in long term memory

C) Reduces the chances of Student A saying 'I don't know' on purpose to avoid having to give an answer

- Teacher gives a gold standard answer. Return with 'Tell me that back'.

e.g. *"Not quite. I'll give you what I think is the ideal definition of X, then you try to tell me back. X is........................ See if you can tell me back?"*

This is the least common form of *No Opt Out* and if a teacher does use this, then they must follow up with a development question to give the student the chance to show that they can do more than repeat, as in *"Great. Now you've got the definition, can you think of an example?"* Or to use a different example.

The point of *No Opt Out* is to cause the original student to give the correct answer and successfully solve the problem or encode the information. After this you can add other steps that increase the value of the interaction through deeper thinking

Options for what a teacher asks a student to do after the return

- Explain why the answer is the answer
- Explain the difference between the original and final answer(s)
- Apply the idea or complete a similar example

Optimising *No Opt Out*:

● Teachers uphold the highest expectations for participation. Opting out of doing something or 'I don't know' is not accepted.

● Teachers must not forget to 'return' to a student who has got an answer wrong or left an answer blank.

● Teachers must be consistent, clear and steady.

● Teachers need to be mindful of their tone. Teachers need to be emotionally constant and signal support.

● Teachers must never indicate frustration at an original response or blame a learner.

● Teachers recognise and publicly acknowledge effort.

● Teachers must not over praise. If a teacher over praises small success, then the teacher can seem disingenuous or surprised by the student's success which erodes trust and demotivates students to push for deeper thinking. Instead try to execute subdued positivity *"Well done Student A, now let's…."* or *"Now you've got it, Student A"*

● Teachers must choose their words wisely *"You are 80% there"* to diffuse anxiety and miss an opportunity to highlight where students are correct.

● Teachers must avoid the 'Plaster paradox' wherein they give up on returning to a student as part of an unspoken deal where the student is not pushed to think & is left alone in a bid to stop them disrupting the class or behaving negatively. This is exclusionary & not kind. Overtime, if 'I don't know' or blank answers are tolerated it will signal to the student that the teacher does not think they are capable and/or worthy of returning to which erodes trust, reduces motivation and lowers self-esteem.

Reasonable Adjustments for *No Opt Out*:

● If possible, pre-warn relevant students about the question they may be asked e.g. 'Student A, I will be coming to you for question 2'

 ● Ensure that verbal questioning is targeted appropriately for all students

Right is Right

Inevitably there will be times when a student's answer is similar to what the teacher hoped for, but something is still missing. They have understood some/most of the concept/idea, but it has not fully answered the question and/or completely captured the key idea. It is not a mistake, it's just not a complete answer.

There are also times when there is no right answer and that questions are often open to interpretation or require nuance. However, even in these cases, there remains a standard for what constitutes a complete, high-quality response.

So, if an answer is given, which is not a high-quality response, what the teacher does next is crucial. How does the teacher validate the student's contribution while continuing to push for deeper and more precise thinking and consequently answers?

Firstly, it is important to highlight that there are real risks in validating a nearly complete answer with "right" or "good" or "yes". Students look to their teachers to be gatekeepers of quality and rely on them to communicate with honesty and objectivity. Consequently, teachers must maintain their position, as experts, through

honestly evaluating whether responses have answered a question fully and well, so that students may better understand their own progress. If teachers are not honest then they misinform students and sow seeds of doubt which erode trust.

Right is Right is about how teachers respond in a way that is most beneficial to students when an answer is almost right, good but not 100%.

● Holding out for 'All-the-way' right

The most simplistic form of *Right is Right* utilises phrases that cause the students to elaborate on and add to their initial thinking and so come to recognise what fully correct looks like. By doing so the teacher sets the expectation that ideas matter and that the teacher cares about the difference between superficial understanding and the scholarly. This demonstrates to the students that the teacher believes in them and that they are capable of scholarly thinking and work.

e.g.

"True…….. But can you give us more on x?"

"Great start, Student A. Can you develop your answer?"

"Can you elaborate on what you mean by X?"

"Thanks for starting us off Student A. Can you talk about X and how it links to X?"

"OK, so you said X. Can you give some more precise examples/ key terminology to build upon this"

● 'Almost there' phrases

Getting the most out of *Right is Right* often means crafting phrases which signal to student(s) that the teacher recognises the effort made whilst also acknowledging how correct the answer was. Teachers should have 2-3 of these phrases to draw upon and consistently reinforce *Right is Right*.

e.g.

"You are almost there. Can you rephrase, through considering/ including X?"

"I like most of that answer"

"Good answer, but not 100%. Have you considered/ what about……"

"Good start Student A. Now let's see if we can make it GCSE standard. What key concept/ terminology could you use?"

"Good thinking. Let's see if we can make this answer even better by……."

"Your idea is good. But I think you can go further if ………"

"You've said X which is great. But we need to develop. Can you rephrase what you said about Y to bring in Z"

Whatever the phrase used by the teacher it should:

★ Show appreciation for the good work that has been done.
★ Be clear and honest about the fact that more work/thinking/ information is needed.
★ Be fast enough in the delivery to allow the teacher and student to get quickly back to the thinking.
★ Be simple and familiar enough so that the teacher uses it/them automatically and the students know what is expected.

● Answering the question

Through being eager to please, when a student is not clear on how to respond to a question, whilst well-intentioned, they will draw upon a range of strategies that require the teacher to intervene. Below are four scenarios of what a student may do when they have not understood a question and/or how to respond and so answer incorrectly.

Scenario 1: The Kitchen Sink

The student is confused / unsure and starts saying everything they know or can think about a topic. The right answer may be said but there is a lot of other stuff which drowns the right answer out and it is not clear if the student knows which information is 'wheat' and which is 'chaff'.

In these scenarios it is the teacher's responsibility to ask the student to narrow in on the most important ideas.

e.g. *"Let me pause you for a second because you've said a lot there. Which part of*

what you said best answers the question?"

Scenario 2: Bait and Switch

Students answer the question they wish they had been asked instead of the one they were asked. This could be because they have misunderstood what was specifically being asked or they want to keep the discussion in an area which they feel knowledgeable and safe in. Sometimes students also conflate different information i.e. confuse 'definition' with 'example'

In these scenarios it is the teacher's responsibility to offer reminders which help the student to answer the actual question

e.g. *"Yes, your point about X is right. But just let's focus. The question is about …"*

Scenario 3: Heartfelt Topic

Students may feel comfortable about sharing personal opinions and anecdotes about a topic/concept as their opinions and observations are low-risk ways to engage with challenging material (and feel less like 'wrong answers').

In these scenarios it is the teacher's responsibility to steer the student back to harder thinking.

e.g. *"I love that you are making connections, but for now let's stay focused on the question at hand…."*

Scenario 4: Vague Response

Students who are hazy on details may respond in vague language and the answer may lack concrete details. The answer can seem along the right lines but could apply to anywhere/ anything or anyone.

In these scenarios it is the teacher's responsibility to push for precision to be sure that the student is on the same page and help the student to practise specificity, using precise technical vocabulary.

e.g. *When you say X, what did you mean/ who was that referring to/ what was the specific outcome of that.*

Optimising *Right is Right*:

● Teachers must have already done the pre thought on what a high-quality answer needs to include. It is hard to hold out for a *Right is Right* answer when a teacher does not know what this is.

● Teachers must not round up answers. That is when an answer is partially correct and/or incomplete, so the teacher affirms what the student has said and then adds in the most insightful or challenging detail. By doing so the teacher has set a low standard for depth and accuracy from the student. The student may also be led to believe that their answer was good enough, when it wasn't. Additionally, the teacher has removed the opportunity for a student to do their own thinking by doing the cognitive work for them. In rounding up, teachers also eliminate the opportunity for students to recognise the gap between what they said and what would have constituted a quality answer.

● Teachers must be mindful of their tone, facial expressions and body language. Holding out for high standards does not imply being harsh or punitive. Teachers should make eye contact, smile gently and nod to encourage students whilst using a supportive tone

● Teachers can ask for the rest of the class's eye on them rather than the student answering the question to reduce embarrassment and tension.

● Teachers can give cues through sentence starters, so students focus on the deeper thinking and then put it all together in a more succinct answer.

● Teachers must remember that success is about helping students do what they could not do before. When that happens, motivation increases.

● Teachers must carefully consider when it is time to invest in the whole class's participation in *Right is Right*, rather than privately intervening. If the whole class will benefit from pushing for a particular right answer, then this is an investment in them all.

● Teachers must remember that *Right is Right* is a technique used when an answer is mostly right. If an answer is fully wrong, then teachers should implement the techniques used in *No Opt Out.* If a fully wrong answer is affirmed as being partially correct, then this can lead to additional confusion and lead to further issues as students' progress through a topic or when linked to previous/future topics.

Turn and Talk

When executed through design and not default, *Turn and Talk* is a powerful strategy which allows students to develop their oracy, debating skills and promotes deeper thinking. *Turn and Talk* is almost always a preliminary activity. It should be used as a midpoint where ideas are rehearsed and developed before, they are harvested and refined.

Turn and Talk episodes are short, contained pair discussions, which offer a number of benefits:

★ It boosts the participation ratio. Rather than 1 student talking to a class suddenly everyone is talking
★ It can increase reluctant students' willingness to speak in larger settings
★ It is a great response when the class appears stuck on something. By getting students to discuss a possible answer brings down the tension and builds the classes engagement with the problem
★ It allows the teacher to listen in on conversations and choose valuable comments to start discussions and/or pick up misconceptions.

But just because a teacher has invited the students to speak, doesn't mean they will effectively. Teachers must be mindful of the following challenges when implementing:

- Conversations can wander off topic and may not even address the topic at all.
- There is a risk that students in a *Turn and Talk* listen poorly and do not take on board their partners ideas/views which reduces impact
- Even if everyone is on topic and listening their hardest, misinformation could spread which leads to and/or compounds misconceptions.

Therefore, the details of execution, by each teacher, are crucial for success.

● Silent Solo

Often, a precursor to *Turn and Talk* is allowing students to write down their ideas on a

topic/question for a minute or so before the discussion. This will lead to better listening, more confident participation and higher quality ideas to share.

- Build the routine

Turn and Talk should be a recurring classroom procedure as a common means through which students engage with ideas. As this should be frequently used it is important to establish *Turn and Talk* as a routine.

Each teacher must map the steps of the procedure, rehearse it and repeat until it happens smoothly and with almost no drain on working memory.

e.g. *"This is what I'm expecting; active on-topic conversations, asking lots of questions of each other, this is the type of language I want to hear [model academic vocabulary], I want to see these actions [nodding, facing each other, showing your partner you're listening]."*

- Establish partner in advance

Partners should be set in advance so that the *Turn and Talk* discussion can start without thinking about who to work with. Generally, partners should be pairs who sit side by side and should remain partners for the duration of the lesson. In some instances, a teacher may facilitate 2 potential partners; a shoulder partner and a face partner (i.e. someone sitting in a row in front who turns around).

This fast and familiar transition preserves the continuity of thinking on the task. For example, whatever was on the students' minds during their 'Silent solo' remains in their working memory as they enter the *Turn and Talk*.

- Strong In-Cue

The class in-cue to start a *Turn and Talk* must be short, crisps and sharp so that the response is engagement from the students.

The receipt is to **Frame. Name. Time. Go!**

Teachers frame the question clearly, then identify that the task is a *Turn and Talk*, and then set a time context. Then they give a consistent signal to start.

e.g. *"How does the image show X. Turn and talk for fifteen seconds. Go!"*

- Managing Turns and Listening Behaviours

Ultimately the value of the discussion relies much upon the quality of the listening as it does the quality of the talking. Teachers can build and reinforce listening behaviour during *Turn and Talk* in a number of ways

A) Manage turns: Intentionally cueing one partner or the other to start first and then cue-in when they should swap. The idea is to increase voice equity by balancing the talking and listening roles.

e.g. *"The partner with the longest hair goes first"*

B) Insert an intentional switch point

e.g. *"We are halfway through your 90 seconds. Please be sure to switch who is talking now, if you haven't already"*

C) Ask students to refer to their partner's ideas when questioning students after the *Turn and Talk*. If this is standard practice this will mean students are actively listening

e.g. *"Student A, what did you and Student B talk about?"* or *"I'd love to hear from some class members whose partner shared a particularly useful example during the Turn and Talk"*

- Increasing Accountability

Teachers can draw upon additional tools to ensure that students are held accountable through the *Turn and Talk* and keep them focused. This creates a gentle pressure, so students do their best work and stay on task

A) Targeted Questioning

Set the expectation that everyone should be ready to talk about an insight gained from the *Turn and Talk*

e.g. *"Student A. Tell us a bit about what you and Student B spoke about"*

B) Circulate

During the *Turn and Talk* teachers should circulate and listen in on conversations. This allows teachers to show an appreciation for and interest in good work and ensure students are focused and productive.

● Design and Sequence for Rigour

Whilst a powerful tool, teachers must also be mindful that if done by default, rather than design, *Turn and Talk* can also have the negative impact of spreading misinformation and confirmation bias.

Turn and Talk must be viewed as a rehearsal for another activity; a whole-class discussion, an extended written piece, a charting and comparison of ideas. The *Turn and Talk's* purpose is generative. Not an end-point task in itself.

After a *Turn and Talk* it is the teacher's responsibility to ensure that the ideas generated get analysed, studied, clarified and confirmed - in some instances maybe even edited and revised - in a public way so that students see what was good/ correct, what was better, and possibly what was wrong.

Teachers should implement one of these 3 'after' activities to make sure that *Turn and Talk* bring rigour, high standards and promotes student progress.

A) Whole-Class Analysis: Teach the students that the first idea is not always the best idea and that developing a strong answer requires going back through initial thoughts and considering them in light of further criteria or analysis

e.g. *"Let's look at some of the ideas we came up with and see which ones make the most sense"*

B) Whole-Class Discussion: Use the *Turn and Talk* as a starting point for a deeper whole-class discussion that builds and stretches initial thinking

e.g. *"Now we've started to discuss some ideas, let's look at X and see if we can make sense of what it means"*

C) Whole-Class Note-Taking: Follow a *Turn and Talk* by processing those initial thoughts - by having students share, improve and prioritise the contents of their collective "pair" discussion. The expectation is that students take what they talked about in their *Turn and Talk*, develop it by listening and comparing to what others took from the discussion and record this array of thoughts on the topic, not just their own.

e.g. *"Make sure to take notes on your page so you've got all of our class's ideas in your notes"*

Optimising *Turn and Talk*:

● *Turn and Talk* must be timed effectively. It must be short enough to create a sense of urgency so there is no dead time to fill, which can lead to disengagement and poor behaviour. The goal is for the *Turn and Talk* to end at the crest of interest and energy and not as it peters out

● Teachers must give a precise time of how long the *Turn and Talk* will last. This can help students self-regulate on how much they say and help prioritise their thoughts. If teachers use specific and different increments of time for *Turn and Talk* this signals to students that the time allocation has been carefully thought about, specific and intentional. Using a visual stopwatch is advised to keep the lesson on track.

●The question for discussion must be carefully phrased. It is advised that the question is drafted in advance.

● The question for discussion should be visible so it cannot be forgotten

● Teachers can build more rigour into a *Turn and Talk* but prompting students to use or discuss specific key ideas and remind them that this will be checked when conversations are shared. It is recommended that these key ideas are also visible

● Teachers will need to vary their cadence, tone and inflection based on the complexity of the question. The time given may also need to vary based on what it is the students are being asked to discuss. If the question posed is particularly challenging *Wait Time* may also need to be built in, before the students are directed to *Turn and Talk*

● If rehearsed frequently, the transition into *Turn and Talk* will be crisp and a familiar routine. If executed properly teachers should be able to cue up a *Turn and Talk* on the spur of the moment.

● Teachers should be genuinely interested in what the outcomes of the *Turn and Talk* were and reflect this through their tone, facial expressions and body language.

Reasonable Adjustments for Turn and Talk

● Model to students how Turn and Talk works with a partner so students can see what success looks like

● Provide simple sentence stems for students who may struggle to verbalise their ideas

● If appropriate, encourage students with working memory issues to write down a couple of words to remind them what their partner said

● Remind students to track the speaker (their Turn and Talk partner) whilst they are sharing their views. Ensure the students know that they can look towards the speaker but do not need to make explicit eye contact.